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AND

"THE 'ALL-RED' MAIL."



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LEAGUE OF THE EMPIRE.

SCHEME FOR THE STUDY OF IMPERIAL HISTORY.

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[The Introduction to the Imperial History Scheme by Sir Frederick Pollock was printed in the February number of the MAGAZINE. It will be republished in pamphlet form, together with the series of articles and syllabuses on the different countries of the Empire, written specially for the FEDERAL MAGAZINE by various authorities throughout the Empire. Owing to pressure of war work in Canadian Universities, the publication of the first article on Canada as previously announced for this issue, has been necessarily postponed. The syllabus given has, however, been approved in Canada, and the League will therefore accept work done on these lines of study. A fuller bibliography has been compiled from which teachers and students may make their own selection. Lectures on the early history of Canada will be given free to all members of the History circles. Particulars will be announced later.]

FOREWORD.

By Professor A. F. POLLARD,

M.A., Litt.D., etc., Fellow of All Souls' College, Oxford, Professor of English History, London University.

The following scheme for the study of Imperial History is a natural complement to the series of text-books on Imperial History issued by the League of the Empire a few years ago. In the extreme individualistic atmosphere of

the mid-Victorian period Carlyle declared his opinion that the best university was composed of books. He mistook the part for the whole, and ignored the value of the living voice in teaching, in debate, and in the intercourse of mind with mind. Books are, indeed, essential, but they do not fill the place of other elements in the sphere of education; and the bookworm often acquires more learning than understanding and becomes more bookish than intelligent. We require Parliaments, and not a number of isolated bookmen, to legislate for the Empire; and we need other means than books to understand it.

To provide those means and promote that understanding, professors, lecturers, and Imperial studies committees have been appointed in various universities; and their labours are excellent so far as they can go. But a mere fraction of the British peoples go to universities, and of these only a fraction acquire any systematic knowledge of the Empire. Yet it is a matter which concerns us all. Whether we graduate in classics or mathematics, in science or medicine, in technology or philosophy, in engineering or in economics, or whether we do not graduate at all, we may become citizens of no mean Empire and have a voice in the determination of its fortunes, even though we have done little to qualify for its exercise.

This scheme of the League of the Empire is designed to assist in developing the means of understanding the Empire, without which a vote in Imperial matters is, like a rifle in the hands of those who cannot shoot, not so much useless as positively dangerous; and its object is to benefit a wider circle than can ever be brought within the reach of our universities. There is no contradiction between the two spheres of activity. Efforts in both are mutually dependent. The effectiveness of this scheme will largely depend upon the extent to which it can enlist the co-operation of men and women who have had a university education in subjects connected with the development of the Empire. On the other hand, all university schemes of Imperial study will be hampered unless they can appeal to a public more or less prepared to receive their instruction, and can count

upon a supply of students to whom at least the elements of the subject are familiar; and the time may come when universities will recognize that it is as reasonable to require from candidates for matriculation in a British university some knowledge of the British Empire as it is to require a knowledge of mathematics.

But our scheme does not contemplate young people merely. A school, indeed, or a training college forms a natural basis of operations; but it is never too late to learn, and our scheme is concerned with adults and with all sorts and conditions of men and women. There are already tens of thousands of individuals who are interested in Imperial matters, and there are many local and voluntary associations for the purpose of reading, discussion, and study. But they lack co-ordination, concentration, and guidance, and much of their effort remains ineffective through aimless dissipation of energy. The League offers in this scheme to provide direction and hopes to stimulate interest. No one is ever truly educated except by means of a subject in which he is thoroughly interested; everything else is merely "cram." The British Empire is a subject infinite in its variety, surpassing in its importance; and to evoke an interest in it is to provide a means of really educating thousands who have not felt a sufficiently serious attraction to other subjects to study them with that wholeheartedness which alone promotes genuine education. The Empire cannot live on fleets and armies alone, however indispensable they are to its existence; and this scheme, while it has been evoked during the great war for the defence of the Empire, will be none the less needful after that war is concluded. Peace has its problems not less profound than war, and the only sound and permanent basis for an Empire lies in an instructed people.

SCHEME.

The course is intended for pupils included in the under-mentioned classes, whether proceeding to the History Schools of the Universities or not:—

- (A) Pupils in the middle and higher forms of Secondary Schools.
- (B) First-year Students in Elementary Training Colleges.
- (C) Students in Evening Classes in Schools and Village Institutes.
- (D) Pupils in the highest standard of the Elementary Schools.
- (E) Private Students.

The League, realising that enthusiasm is a priceless educational asset, and believing that the present unprecedented outburst of loyalty may be so directed as to be of permanent value to the Empire, is of opinion that this is the right moment to impress upon the rising generation the duty of being adequately informed as to the history of the Empire.

The curriculum of the Schools is so overcrowded that little attention has hitherto been paid to this study, with the result that on the outbreak of the war many people, adults as well as children, confessed their ignorance of much that

concerned the Overseas Dominions, and their non-realisation of the value of their support.

It is the desire of the League that every man, woman and child in the Empire should have the opportunity of understanding not only the growth and development of the Empire, but the ideals and principles for which it stands.

Voluntary Nature of the Scheme.

The League is fully aware that another subject cannot be added to the already over-burdened time-table of the schools. It is, therefore, proposed that the study of Imperial History shall be entirely voluntary and undertaken in the same spirit as voluntary military drill. It should be regarded as a necessary part of the training of the patriotic citizen, and, unlike military service, as incumbent on both sexes alike.

DETAILS OF THE SCHEME.

1. Length of the Course.

The full scheme provides for a three years' course of study, but each year's work is to be complete in itself and to include:—

- (a) A definite amount of reading. (b) Debates. (c) Essays.

The essays set should be of a nature to test the students' general understanding of the subject studied rather than their detailed knowledge of facts and dates.

2. Division of the Three Years' Course.

First year The British Dominions.
Second year The Empire of India and the Crown Colonies and Dependencies.
Third year The Mother Country and the Empire under various aspects:

(a) Political relations. (b) Problems of Defence. (c) Commercial relations. (d) Education. (e) Emigration and Means of Communication. (f) Economic Problems. (g) Racial Problems.

3. Division of the First Year's Course.

Ten monthly papers, the first appearing in THE FEDERAL MAGAZINE October, 1915—to fit in with the beginning of the school year—will cover the First Year's Course.

4. Formation of Circles.

In order to carry out the scheme circles are being formed in schools, in towns and in villages for the study of Imperial History. The subject will be dealt with on broad and humane lines, and not from a merely academic point of view. To assist the leaders of the Circles in all ways possible the League is providing them with a thoroughly practical syllabus, which is intended to be suggestive rather than obligatory. A list of books dealing with the particular part of the subject under consideration will be printed in the Magazine every month.

The monthly papers will emphasise the picturesque aspects of the life of the Pioneers of Empire, and will also deal with present conditions, the syllabus and recommendations being provided from the Overseas Countries.

Further Advantages Offered by the League.

In addition to the help already suggested, the League hopes to assist students with the use of a Reference Library at the Club, by giving information on subjects connected with Imperial History by letter or by interview at the Club, by holding Discussions at the Club, by enabling leaders of the Circles to have the opportunity of meeting overseas visitors at the Club, by sending lecturers if requested, and by lending photographs, slides, &c., suitable to the course.

The Work of the Imperial History Circles.

Circles are being formed much in the same way as those of the Comrades' Correspondence Branch.

1. A school or district will form a Circle with a leader (often a teacher), who receives the Magazine and other papers from headquarters.

2. The Circle will make its own arrangements as to meeting, when subjects for debate and study will be determined.

3. Debates or discussions should take place at least once a term. The subjects may be drawn from—

(a) Portions of the syllabus,

or (b) Recent topics of Imperial interest.

4. The leader of the Circle should keep a record of the work done by each member.

5. The award of certificates and prizes will be based upon the student's record of systematic study, combined with a certain amount of written work. The latter should take the form of essays or general knowledge papers.

SYLLABUS OF A COURSE ON IMPERIAL HISTORY.

FIRST YEAR'S COURSE.

Part I.: Suggested Syllabus for Canada.

INTRODUCTION: THE COLONISATION OF NORTH AMERICA.

The early Portuguese and Spanish explorers—The dreams of an El Dorado—Voyages of Columbus the Clear-eyed (1492). Rivalry between English and Spanish—The pirate-patriots of the "Spacious days of Great Elizabeth"; Drake the Dauntless, Raleigh the Restless, Frobisher, Hawkins, Gilbert, &c. The plantation of Virginia (1607).

The establishment of trading companies (early sixteenth century)—The Pilgrim Fathers and the "Mayflower"—the work of their descendants—French settlements in Canada—Loss of the American Colonies, its influence on the history of Canada.

THE DOMINION OF CANADA.

Settlement of the East—Canada Act, 1791—Work of the United Empire Loyalists—War of 1812-13 and its effects—Rapid growth of Ontario, influence of British ideals on its social and educational progress—Universities founded, schools and agricultural colleges established—The French in Quebec ("a miniature France")—The great work of Lord Durham, the first Imperialist—A new era in Canada.

The Hudson Bay Company (1670), fur trappers of the north, their perils and hardships; the Red Indian as friend and foe.

The Unknown West, the Great Lone Land of Mountain, Forest and Lake—The Glamour of Expansion—The Life of the Early Pioneers, their Fight with Nature—The Gallant Men of the N.W. Mounted Police—The Making of Manitoba.

From Revolution to Federation (1867)—Story of the Canadian Pacific Railway and its influence on the development of Western Canada ("the madmen of yesterday, the patriots of to-day")—Work of Canada's Great Men (Tupper, Strathcona, Mount Stephen, Macdonald)—Progress of Democracy—Tide of Emigration—Freedom, fertility and fresh air on the prairies of the West.

Canada in 1914—Its present welfare and future prospects—Patriotism in Practice (men, money and food sent to the Mother Country).

QUESTIONS.

1. Compare the English and French schemes of colonization in Canada.
2. Give an account of one of the voyages to the new world in the 16th century.
3. Name some of the pioneers of Canada and describe the work of one.
4. Show the principal stages in the settlement of Canada.
5. Shortly describe a journey through Canada and what you would see *en route* (illustrations permitted).
6. What do you know about life on a Canadian farm and the crops grown?
7. (Advanced.) Describe the Government of the Dominion of Canada. How far is it modelled on that of the Mother Country?
8. (Advanced.) Trace the various stages in the evolution of British Colonial policy, illustrated in the history of the Dominion.

BOOKS RECOMMENDED.

- Pollard, A. F. "The British Empire, Its Past, Present and Future" (pp. 245-319). League of the Empire, 5s.
- Hawke, E. G. "The British Empire and Its History" (pp. 135-173). Murray, 3s. 6d.
- Hankin, G. T. "The British Empire and Its Story" (pp. 125-162). Murray, 2s. 6d.
- Bird, Isabella "A Lady's Ride in the Rocky Mountains."
- Bradley, A. G. "The Making of Canada." Constable, 2s. 6d.
- Bradley, A. G. "Canada in the 20th Century." Macmillan, 5s.
- Bradley, A. G. "Canada." Williams & Norgate, 1s.
- Fraser, J. Foster.... "Canada as it is."
- May, H. J., and Burfree, L. J. "Canadian Life in Town and Country." Newnes, 2s. 6d.
- Parkman, Francis... "Pioneers of France in the New World and other works." Macmillan, 7s. 6d.
- Parkman, Francis... "Selections." Macmillan, 1s.
- Reid, Stuart "Life and Letters of the First Lord Durham."
- Wilson, Beckles.... "Canada."
- Wilson, Beckles.... "The Great Company."

Voyages of the early explorers written by themselves or compiled from their notes. ("The World Encompassed" (Drake), "Sir Richard Hawkins' Voyages, 1593," "Voyage of Captain James, 1633," "Adventures of Captain John Smith, 1630," "The French in Canada," "Voyages of Cartier, Champlain and de Monts," "Raleigh's Discovery of Guiana, 1596.") Blackie, 6d. each.

NOVELS.

- Thackeray, W. M. "The Virginians."
- Kingsley, C. "Westward Ho!"
- Ballantyne, W. J. "The Young Fur Traders."
- Henty, G. A. "Under Drake's Flag."
- Corbett, J. "For God and Gold."
- Johnston, M. "By Order of the Company."
- Novels of Sir Gilbert Parker, C. G. D. Roberts & Ralph Connor.

POETRY.

- Kipling, R. "The Seven Seas."
- Newbolt, H. "Admirals All."
- Service, R. Poems.
- Campbell, W. Poems.

A Kind Appreciation of the League's War Work.

The League is grateful to the London "Daily Graphic" for the following kind and appreciative reference:—

"It would be rather more difficult to name that useful work of war relief which the League of the Empire is not helping, than to name the works which it is helping. This will be admitted when it is stated that the activities of the members extend to nearly 30 hospitals of the Allied Forces, about a score of Army and Navy Branches, and about a score of well-known Institutions which benefit the Army and Navy directly or indirectly.

"The Central Office of the League is at 28, Buckingham-gate, S.W., and one specially praiseworthy feature of the work is that whatever gift in kind is received there is sent to its destination, however distant, at the sole cost of the League. Another excellent point is that as the League has a number of its own members at the Front in the capacity of special representatives, the Committee is able to send every gift, whether of money or kind, just where it is most wanted."

(Sept. 8, 1915.)

EDUCATION AND THE WAR.

By PROFESSOR R. S. CONWAY, Litt.D.

The subject chosen for the Imperial Conference of Teachers in July suggested to me a question which I was tempted to try to answer. It is this—Is there anything in the British type of education to account for the enormous difference between the British and the German ideals of life and conduct which the present war has brought home to us all? If I venture to set down one or two facts which have gathered round the topic in my mind, it is in the hope that they may lead to a fuller examination of them by other teachers in the light of their own experience.

At the Conference the Headmaster of Winchester in an eloquent speech laid stress on the sense of discipline enforced by the prefect-system of the public schools. The boys learn, he said, above all things to obey their own seniors and officers, and in time they learn to command; that is why they make such excellent leaders of men. Even assuming that this claim is true as it stands, we still ask, does it give us any clue to the differences between the German point of view and our own? No one would assert, I think, that in point merely of discipline and loyalty to their commanders the German soldiers were inferior to our own.

But there is one thing which I believe is a marked element in British education, and which, perhaps, even in the English public schools, is a more valuable factor than their system of discipline—viz., a love and respect for freedom. Freedom, of course, is not merely liberty for the individual to do as he likes. Every child of Adam loves that, without any teaching. The freedom which Britons care for means the limitation of that individual liberty by a keen sense of the claim of one's fellows to enjoy the same; a sense embodied in what we call Free Government, of which the essential characteristic is to give to each citizen, not merely the maximum of individual liberty consistent with the same maximum for others, but also an actual share (in his individual degree) in the duty of regulating this liberty and of determining the directions in which the energies and the life of the whole community shall be turned.

Now, even this brief attempt to define freedom, in the most commonplace way, is enough to show that it is a highly complex thing; and very far from being one of the inborn "rights of men" which the brave dreamers of the French Revolution supposed. The truth is, if we put it into current phraseology, that freedom in this sense was a great discovery, and one for which many patents were taken out before a workable form of it was devised; a discovery, too, for which the authors had to fight and suffer more bitterly than the authors of any other beneficent idea. And of all the peoples in the world known to history there is only one that can claim the glory of this discovery. From them the conception passed as a great inheritance in a clearly traceable line to all the communities that have ever tried to practise it.

Now, no matter what nation it is, or in what Continent it lives, whose dim beginnings you may scrutinise in the

light of its earliest records, you will always find at the beginning, not freedom, but some form of dominion by a monarch or a caste. Free government was first invented in the sixth century B.C. by the people that first conceived the City-state; and they were the people that first introduced into Europe the art of writing and the art of navigation; and that first created every higher form of life—physical science, mathematics, astronomy, medicine, sculpture, painting, poetry, drama, history, philosophy;—even these august names do not exhaust the list. All these things Europe owed and owes to the Greeks.

And in an hour when again the free communities of Europe have to fight long and at bitter cost for freedom, it is good to remember how its first discoverers fought to assert it in their own tiny cities and islands; first in the sixth century against the tyrants, who rose to power, as we now know, by having acquired a monopoly of capital in their own cities; and then how, in the fifth century B.C., one or two of these free cities resisted and defeated the might of the enormous Empire of Persia, which controlled the whole of the East as far as the waters of the Ægean, and which threatened to extinguish the beginnings of freedom on Greek soil itself. It was the men of Athens who defeated the Persian army of Darius at Marathon in 490 B.C., and who, ten years later, having suffered their city to be burnt by the still vaster forces of Xerxes, entrusted themselves entirely to the "wooden walls" of their ships, and led the fleets of the other Greek States to victory at Salamis. Unless the Athenians had thus thrown themselves into what seemed an absolutely hopeless enterprise, freedom would have been unknown in Europe for many centuries; and its most glorious records and embodiments would never have been shaped.

But it is a far cry, some will think, from Salamis in 480 B.C. to Belgium in 1914 A.D. What concern have we now with this valiant but ancient people?

The full answer is, in truth, as long as the history of freedom through every intervening epoch; it cannot be attempted here. But there is one thing which is true of every community, through all the centuries, which has sought freedom and maintained it: they have learnt it from the Greeks.

The first great Power that ever attempted to frame different nations into a united Government and made an Empire which though very different from our own, yet presents the only analogy to it in history, was, of course, that of Rome. And at the very beginning of their career as governors and law-givers to the world the Romans fell deeply, almost wildly, in love with Greek poetry and Greek ideas. One of their great commanders, Titus Flamininus, whose task it was to subdue many half barbarous tyrants on Greek soil, and to embody Greece in the Roman Empire, did so on a memorable occasion in the year 180 B.C. by proclaiming to all the Greek communities the right of self-government. We have still on record the noble lines in which he claims distinction, not for any conquest, but for "having given freedom to the children of the Greeks." And the poet whose profound insight summed up all that was greatest in the history of Rome before his day, and whose imaginative sympathy imprinted it on all the life and

thought, popular, learned, religious and political, of the new nations into which that Empire grew, that poet Vergil, as our own statesman and philosopher, Bacon, eloquently pointed out, ascribes it to Augustus Cæsar as his greatest glory that he "gave laws to willing peoples"—i.e., that he ruled them by consent.

Now, it may be said that neither Augustus nor his successors ever realised this ideal over any great portion of the earth; but at least they paid it sincere enough homage to colour all their acts; and even without them the poetry of Vergil, whose "*Æneid*" was the one Latin book that the whole of mediæval Europe knew and loved, would have been almost enough unaided to transmit the great idea, and to stir men to remember how it took shape in the earlier life of Europe. I must not attempt to trace how in the mediæval Republics of Italy, or in the first homes of the new learning and the Reformation in Central and Western Europe, or in the daring thinkers of France, everywhere the same inspiration of Greek ideals appears. Let me end simply by pointing out in our own island history how many of the great men who stand out as champions and beacons in the history of freedom and just government have been to school to the Greeks or their Roman interpreters. All our great rulers, from King Alfred to Lord Cromer, have been trained by these ancient masters. And the epoch in which, as we all know, the free national life of England bore its most glorious fruit, both in action and in letters—the age of Elizabeth—was the age in which Greek literature had just been re-discovered, and access to it was free in every great school; an age in which the Greek sense of beauty and the Greek passion for freedom inspired many of the greatest pages of our own poets. For if Shakespeare knew only a little Greek, More and Spenser and Sidney knew a great deal, and Shakespeare's whole political thought is coloured by his love for the Greek biographies of Plutarch, read in the magnificent English of Thomas North. Since Shakespeare's day the names of Bacon, Milton, Clarendon, Burke, Chatham and Gladstone, to mention no living examples, are memorable as those of men who have learnt from Classical scholarship to be great defenders of freedom.

And the English public schools themselves have learnt more than mere discipline from the ancient authors who have been their chief study. For if you want to implant in a boy some reverence for freedom, some knowledge of what it means, you will not give him definitions or well-meaning talk about civic or ethical theory; he will merely hate all such abstractions. And do not hope either to achieve this purpose by concentrating his thoughts on the great laws of physical science, important as they are for other ends. The truth is that if a respect for great humane ideals, such as patriotism, justice, mercifulness, freedom, can be implanted, it will be by some side of education quite different from the finest training in technology, and even from the deepest study of natural science. These, at their best, may give a boy some conception of the wonderfulness of the world and of the fixity of its laws; but for ideals which he is to follow in conduct he must look, not to the scientific, but to the humane side of his training. The

Prussian *Realschulen* taught German soldiers to build what we are told was the finest wireless installation in the world in their province of South West Africa, and a whole system of strategic railways; but it seems to have done nothing to enable them to make a single native inhabitant of that region desire to defend their rule. It gave them the skill to build and the daring to use the submarines that sank the *Lusitania* and the *Arabic*; but it seems to have given them not even a dream of the kind of feeling which these acts would arouse in the mind of the civilised world. If our education is to make men good citizens of the world as well as good carpenters and plumbers, it must teach them something of mankind, must inspire them with some interest and, if possible, with some affection for the ideals by which mankind has been swayed. And that is the reason for the study of great literature; only from the record of what men have thought and felt can a boy's or girl's mind learn to understand the conceptions that move men most.

Just as for implanting the sources of morality, the ethics of private conduct, no disquisitions on the beauty of the several virtues will ever compete with the Divine parables of the New Testament; so in the region of public ethics, if you wish to kindle patriotism and courage, teach your children the Agincourt scenes of Shakespeare's "*Henry the Fifth*," or the Horatius story in Macaulay's "*Lays of Ancient Rome*," or even Tennyson's "*Revenge*." And if you wish to instil into a boy's mind a conception of freedom, give him the story of the struggle of the Greeks with Persia in "*Herodotus*," or of the defence of Plataea in the Second Book of "*Thucydides*," or any one of the great speeches of Demosthenes against Philip. He will come away from his reading with a knowledge of the meaning of freedom that no experience can ever blot out, with a reverence for the free spirit which no hardness or bitterness of life will ever wholly extinguish.

Reviews.

The Round Table. A Quarterly Review of the Politics of the British Empire, September, 1915. (Macmillan.) 2s. 6d.

This publication continues to maintain its high level, and to fulfil a function not precisely performed by any other quarterly. It is devoted to the politics of the British Empire in the largest sense. In the present number two articles, "*National Duty and War*," and "*The End of War*," call for special notice, and should have wide circulation. The text of the former article may be given in sentence, "One half of the nation, and that the smaller half, are submitting themselves to discipline, are suffering untold hardship, pain, and in great numbers are giving up their lives for their friends, while the other half are making no equivalent contribution to the common cause." In the "*End of the War*," the writer makes an eloquent and reasonable plea for the creation of the World State, which alone can permanently put an end to war. State pride and state selfishness, the curse of Germany, and to a lesser extent the vice of all the modern nations, must give place, not to a loss of patriotism, but to the growth of the feeling of unity and fraternity among all civilized peoples. This cannot be until the evil doctrines of the Prussian autocracy are ended, and the true nature of liberty recognised as a means only to the better service of others; "at bottom, the problem of peace is the problem of service." In the British Commonwealth we have "a perfect example of the eventual world commonwealth." Recent events in the Great Dominions receive due attention and add greatly to the value of this excellent number.

The Wonderland of Egypt. By Percy R. Salmon, F.R.P.S. (Religious Tract Society.) Price 2s. 6d.

Egypt remains one of the most fascinating and mysterious of lands, ever the same, yet ever changing, with its monuments and ruins which date back thousands of years, its eastern customs almost identical with those current when Pharaoh ruled over the land and its strangely modern hotels, railways, postal arrangements and policemen. Mr. Salmon has written an eminently readable book, delightfully illustrated, which will be specially appreciated by young people. He combines interesting historical chapters—which incidentally show what a store house of knowledge the Bible contains—with lively and amusing descriptions of contemporary life in the cities and villages of our newly acquired Protectorate. The price and get-up of the volume make it eminently suitable as a school prize for elder pupils.

Reminiscences of a Ranchman. E. B. Bronson. (Hodder and Stoughton.) 1s. net.

A highly entertaining series of reminiscences of one who went West as a tenderfoot, and fought his way to a successful position as an Old Timer. The book contains picturesque descriptions of the scenery of the Great Plains, vivid accounts of dangers from storm, wild cattle, and Indians, and lives of several very interesting personalities, both white and red.

The Tower of London. Richard Davey. (Methuen.) 1s. net.

For all Englishmen, worthy of the name, London possesses an abiding fascination, and amongst all the buildings that claim and keep our attention, none has a more romantic past or a more striking present than the Tower of London. Mr. Davey's book is one to read before you go, in order to understand what you see, and one to read when you have been, to remind you of what you have seen.

From the Shelf. Paxton Holgar. (Dent.) 3s. 6d. net.

Describes, in language of great power and beauty, a lazy holiday in the Isle of Majorca. In these days of turmoil and Zeppelins, one would like, if other duties did not call, to follow the author, to his peaceful shelf, and be out of reach of all the troubles that haunt our days. The next best thing, is, perhaps, to follow him in imagination, and to admire his power of observation and his singularly powerful gift of creating an atmosphere. One of the most restful books we have seen.

The City of the World. Edwin Pugh. (Nelson.) 1s. net.

Mr. Pugh has felt the spirit of London in most of its moods; he has expressed them through the medium of his own. The result is a thoroughly satisfactory presentation of many aspects of London life. We commend the book to all our brethren in the lands of the distant seas; those who know their London will revive old memories; those who do not will anticipate new pleasures.

Wayfarings Round London. Field Path and Woodland Rambles in the Home Counties with directions and maps. By Pathfinder. (Homeland Association.) 2s. 6d. net.

This is a delightful little volume over the pages of which the reader lingers with joy, recalling to himself those charming field paths and woods and streams by which he has often strolled, and imagining the delights of the unknown rambles which Pathfinder describes so picturesquely and the map indicates so clearly.

Notes on First Aid for N.C.O.'s and Men. (Gale & Polden.) 6d. net.

A useful book which every soldier in training would find of great use. It is written in simple language, and the remedies suggested are such as are likely to be within the reach of most of our fighting men.

Tips for the Front. What to do and what to avoid on Active Service. (Gale & Polden.) 6d. net.

This small book covers a large field, for it deals not only with the soldier's health, but contains hints on cover, trench warfare and artillery fire.

Handy Volume A'las of the World with War Supplement. Statistical notes and index. (George Philip & Son.) 2s. 6d. net.

This admirable atlas, now in its eleventh edition, revised and brought up to date, is too well known to need further recommendation. It is indispensable for all students of geography.

War Map of Europe and the Mediterranean. (John Bartholomew & Co.) 1s., 2s. and 4s. 6d.

A new edition of this very clear map is of a size permitting much detail without any overcrowding of names. A series of large scale inset maps of the Dardanelles, the Bosphorus, &c., add to the value of the publication.

LEAGUE NOTES.

The British Society in the Argentine.

The British Society in the Argentine has recently become allied to the League of the Empire, and the League has now had the pleasure of making the necessary negotiations with the authorities for the presentation on their part of an aeroplane to the Government. The aeroplane, Fighter Mark I., has been accepted by the Army Council, and will be named "River Plate." The expense, £2,250, was subscribed by the British Residents in the Argentine as a mark of their loyalty to the British cause. The League can but express its appreciation of the generosity of its fellow association, and its hope that the two organisations may often, in the future, co-operate in patriotic work.

Exhibition in the Transvaal.

In the March issue of the FEDERAL MAGAZINE reference was made to the request received by the League from the Witwatersrand Council of Education to select patriotic books, pictures, posters, &c., suitable for the schools of the Transvaal. We are glad to note that the selection met with the approval of the authorities, and that the War Posters were considered particularly valuable. An Exhibition was opened at Johannesburg in August, which attracted much attention, and arrangements have been made for taking this collection into the country to give the children in remote parts of the Transvaal some idea of the great world struggle.

Imperial History Competition.

Three prizes of the value of £1. 1s. each for seniors and three of the value of 10s. 6d. for juniors, will be given annually for the best essays on any of the subjects set in the FEDERAL MAGAZINE during the year. Twelve prizes in books will also be given and certificates will be awarded to those reaching a sufficiently high standard. These awards will count towards the yearly certificate granted under the History Scheme (see page 823).

CONDITIONS.

1. All essays must be certified by the teachers, parent or guardian of a child in the following terms:—

"I certify that this essay is the unaided composition of the boy or girl in whose name it is sent in."

Signed..... (Teacher, parent or guardian.)

2. Senior competitors must be under 20, and junior competitors under 14 years of age on the date when the essay is due.

3. Essays must not exceed 1,000 words.

4. Any essay exceeding the word limit or written by a child over the specified age will be disqualified.

5. Essays should be written on one side of the paper only, and the competitor's full name and address, date of birth, and school (where the writer is still a pupil) should be clearly given.

6. Essays must be submitted in the candidate's own handwriting.

7. All essays must reach the Central Offices of the League of the Empire, 28, Buckingham Gate, Westminster, S.W., London, England, by August 1st, 1916.

OUR COLONIES AND THE WAR.

A LIST OF BOOKS AND PAMPHLETS ISSUED SINCE THE OUTBREAK OF THE WAR. WITH ACKNOWLEDGMENT TO "BOOKS ON THE 'GREAT WAR.'*" By F. W. T. LANGE AND W. T. BERRY.

GENERAL.

- Benians, E. A. The British Empire and the War. 1915. Pamphlet. Fisher Unwin. 6d.
- Egerton, H. E. The British Dominions and the War. 1914. Oxford Pamphlets. Milford. 2d. net.
- "Explains the ideas for which the British Empire Stands, and the political and moral issues of the war affecting the Dominions."
- Egerton, H. E. Is the British Empire the Result of Wholesale Robbery? 1914. Oxford Pamphlets. Milford. 2d. net.
- An historical sketch of Great Britain's Colonial acquisitions.
- Grigg, E. W. G. Why the Dominions Came In: the Power of Liberty and Law. 1914. Pamphlet. Victoria League. 4d.
- King's Message to his Peoples Overseas. 1914. Pamphlet. Macmillan. 1d.
- Luke, Charles H. The War and the Parting of the Ways: A Short Study of the Future of the British Empire in Relation to the Great War. 1915. Low. 1s. net.
- Rally of the Empire. 1914. Illustrations. Newnes. 2s. 6d. net.
- A description of the fighting forces of our Colonies, and an account of the way they rallied to England's aid.
- The Spirit of the Allied Nations. Edited by Sidney Low. 1915. Black. 2s. 6d. net.
- The British Empire. By Sir Charles Lucas. 1915. Macmillan. 2s. net.
- Voice of an Empire. 1915. Jarrold. 6s. net.
- Contains the King's message to the Oversea Dominions and India, together with their patriotic replies.
- Correspondence Regarding Naval and Military Assistance Offered by His Majesty's Oversea Dominions. 1914. H.M. Stationery Office. 2d.
- Correspondence Relating to Gifts of Food-Stuffs and Other Supplies to H.M. Government from the Oversea Dominions. H.M. Stationery Office. 24d.

AUSTRALIA.

- Burnell, F. S. Australia versus Germany. 1915. Allen & Unwin. 3s. 6d. net.
- The capture of German New Guinea by the Australian squadron, and an account of the Australian Expeditionary Force.

CANADA.

- Borden, Sir Robert. The Inspiring War-Message to the Canadian People: Speech delivered at Toronto, December 5th, 1914. Ottawa: Federal Press Agency.
- "Canadian News" Souvenir Edition, in Honour of the Canadian Contingent, 1914. Canadian News, Aldwych.
- A profusely illustrated work dealing with the Canadian troops and their journey to England.
- Haydon, Walter. Canada and the War. 1915. Bristol: Arrow-smith. 6d. net.
- Explains the attitude of the Canadian people towards the present struggle, and the way they answered the call to arms.
- Peterson, W. The War Through Canadian Eyes. 1915. Oxford Pamphlets. Milford. 2d. net.
- Author is Principal of McGill University, Montreal. Gives a clear account of the causes of the war, and explains why Canadians feel that their welfare is bound up with the success of the Allies.
- Sandwell, Bernard K., and Others. The Call to Arms: Montreal's Roll of Honour, European War, 1914. 1915. Illustrated. Montreal: Southern Press. \$1.

INDIA.

- Bhupendranath, Basu. Why India is Heart and Soul with Great Britain. 1914. Pamphlet. Macmillan. 1d.
- Hodder, Reginald. Famous Fights of Indian Native Regiments. 1914. Daily Telegraph War Books. Hodder & Stoughton. 1s. net.
- India and the War. 1915. 32 illustrations. Hodder & Stoughton. 1s. net.
- Contains an Introduction on "British Rule in India," by Lord Sydenham, of Combe.
- Jairazbhoy, Cassamally. India and the War: An Examination of German Policy and of India's Duty in Supporting the Cause of Civilization. 1914. Pamphlet. Bombay: The Times Press.
- A clear statement of the case for the Allies by the Vice-President of the Moslem League, Bombay Branch. This is one of a series of pamphlets which he has issued for broadcast circulation "among the masses of the Indian people, in order to avert panic, and to explain to them the nature of the conflict and the clash of arms in Europe."
- Jairazbhoy, Cassamally. The Suicide of Turkey. 1914. Pamphlet. Bombay: The Times Press.
- An account of the failure of the German efforts through Turkey's declaration of a "Holy War" to gain the sympathies of the Indian people.
- Kumararaja of Vankatagiri. Loyalty to Crown, Devotion to Motherland. 1915. Madras: Higginbothams.
- Matthai, J. India and the War. 1915. Papers for War Time. Milford. 2d.
- Trevelyan, Sir Ernest. India and the War. 1914. Oxford Pamphlets. Milford. 1d.
- Discusses the reasons for the striking manifestations of Indian loyalty.
- Papers Relating to the Support Offered by the Princes and Peoples of India to His Majesty in Connection with the War. H.M. Stationery Office. 2d.

SOUTH AFRICA.

- Fitzpatrick, Sir Percy. The Origins, Causes and Objects of the War. 1915. Simpkin. 2s. 6d. net.
- This work originated in a series of lectures delivered in various parts of S. Africa. Maintains that the main policy of Germany is to seize the British, French, Portuguese and Belgian Colonies in Africa.
- Johnston, Sir Harry H. The Political Geography of Africa Before and After the War: An Address delivered before the Royal Geographical Society, February 24th, 1915.
- O'Connor, J. K. The Afrikaner Rebellion: South Africa To-day. 1915. Allen & Unwin. 1s. net.
- The author, who has lived in S. Africa for three years, shows how the intrigues of Germany consummated in the rebellion, and explains the general feeling of the S. African people.

(To be continued.)

DIARY OF THE WAR—(Continued).

- Aug. 25th Fall of Brest Litowsk, German advance northwards.
- " 26th German submarine destroyed by British aeroplane off Ostend.
- " 28th Successful French aeroplane attack in the Argonne.
- Sept. 3rd German progress towards Riga.
- " 4th The *Hesperian* torpedoed off South of Ireland.
- " 7th Air raid on the Eastern Counties. Loss of U27 admitted by Germans.
- " 8th Air raid on London and the Eastern Counties.
- " 8th Tsar in supreme command of his army.
- " 8th Resumption of general attack in the Argonne.
- " 11th Air raids on the East Coast, little damage done.
- " 12th
- " 13th
- " 15th
- " 16th
- Vilna enveloped by the Germans.
- E7 sunk in the Dardanelles. Ukase issued by Tsar calling up all territorial reserves.
- " 18th Fall of Vilna, safe retirement of Russian Army.
- " 20th Italian success in the Isonzo Valley.
- " 21st French successes on the Aisne-Marne Canal.
- " 23rd Mobilisation of Bulgaria. French air raid on Royal Palace at Stuttgart.
- " 24th Russian success in the South, Luck retaken from the Austrians. Mobilisation of Greece.
- " 25th & onwards. Great British and French advance in the West; successes North of Arras and in Champagne.

* Grafton & Co., Coptic House, Coptic Street, Bloomsbury, W.C. Vols. I. and II. 2s. 6d. net.

The Federal Magazine

and

"The 'All-Red' Mail"

Junior Members' Section.

Registered for Canadian Magazine Post.]

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EDITORIAL.

The War and Education.

Terrible as is war, we are yet looking to it as an educational factor of the highest value. Nothing but the vital struggle in which we are now engaged could perhaps have revealed to us, as in a flash, the gravity of setting before our children the right ideals in their education. During the last months teachers must have deeply scrutinised the principles they had inculcated in the light of the conduct of our peoples under the shock of a great upheaval. They have much to be thankful for; the Empire has accepted its responsibilities, although a small minority may not have kept faith.

None can, however, feel that the highest levels have been touched. Britain has led the way in liberty, so did Greece. The British Empire stands for justice and for the practice of law and order. These were also Roman characteristics. But the world has not yet seen a great Empire that found its chiefest glory in the law of service. Through a war for dominance, to the reign of love is the ideal teachers may even now see dimly outlined. Looking below the surface we find many signs of the working of a spiritual heaven. Acts of love conceived truly in tears, hearts through heaviness ripening in sympathy, a people seeking service, an army given to prayer. Thus is dawning the education of the spirit through which only may be reached the highest of all ideals—a world at one with itself and God.

May not the League help, even ever so little, in this great consummation? A nation equitably expresses the temper of its subjects. If each of us, then, for one thing, ruled out, in love, all hard and envious dealings with our neighbours, would not the first stage be reached in the passing away of the "old things" and way made for a new order for the world—the grandest standard ever Empire held?

It is hoped that papers on this subject may appear from

time to time, and correspondence from Branches or members of the League is invited.

Imperial Union of Teachers.

The Conference which took place at the last Annual Meeting of the Imperial Union of Teachers on "The influence of education on our national character, with especial reference to the great international and imperial events of the past year," caused much general interest, and the League was invited, in a less formal way, to pursue the subject yet further. With this view, on Saturday, October 16th, at 3.30 p.m., Canon Nairne (Professor of Hebrew and Old Testament Exegesis, King's College, London) will open again the discussion at the League of the Empire Club, 28, Buckingham Gate, S.W. The Headmaster of Bradfield College will preside. All members of the Conference and of the League are invited to take part.

Forthcoming Lectures at the Club.

In connection with the Imperial History Scheme, issued by the League of the Empire, Courses of Lectures will be delivered at the Club House during the Session 1915-16.

Mr. Frank J. Adkins, M.A., author of "The War: Its Origins and Warnings," will give a series of nine lectures on "The British Empire and Its Political Relations to World Powers engaged in the present War," on Tuesdays at 5.30 p.m., beginning on October 5th, 1915.

The lectures are arranged in groups of three, each group self-contained and dealing with various aspects of policy connected with the present war. The lectures will be of one hour's duration, and will be followed by discussion.

The lectures will be illustrated by the Lecturer's travels in the different countries, and his experiences in France during the War.

Group I. The British Empire and Foreign Policy.

Group II. Germany and the European Struggle.

Group III. The Allies.

Fees: Single Lecture 1s. Teachers 6d.

Group of three Lectures, 2s. 6d.

Group of nine Lectures, 6s.

To members of the League and Club only.

The League's Work for the War.

The need for comforts for our men at the Front, in Training Camps and in Hospital, is as great as ever, and as winter approaches the demand for warm garments of every kind will be still more insistent. During last month the League sent consignments of clothing and medical stores to hospitals in France, as well as large quantities of cigarettes, magazines and games. Cigarettes are in especial request, one matron at a General Hospital writing to beg us to send some "to make Tommy smile." Prisoners of War at the various Concentration Camps have appealed for help, and several of our members now undertake to send them parcels of groceries regularly. The lot of the interned is dreary, and in many cases one of great hardship, and anything that can cheer them up and help them to endure the weary days of waiting they certainly deserve. "It is a great consolation to us at Limburg to know we are not forgotten by the Good Friends in the old land," writes one prisoner.

The League acknowledges many generous gifts from members and friends. The Imperial Order of the Daughters of the British Empire in America has again sent contributions, and thus enabled the League to extend its operations. A large consignment of gifts of a most serviceable kind were received from Miss Bellamy, a member in New Zealand, and were quickly distributed by our helpers. Thanks to the kindly notice of our work in the "Daily Graphic," the League was the recipient of several gifts. Further contributions in money or in kind will be gratefully received at the Offices of the League of the Empire, 28, Buckingham Gate, S.W.

"The All-Red Mail"

(JUNIOR MEMBERS' SECTION).



Types of the Canadian Force.

FOREWORD.

The "All-Red Mail" has been some time in abeyance, but as our young friends want to have their own news of the War and also to know how to help effectually, this section of the MAGAZINE is again revived.

The "All-Red Mail" this month begins to sum up the history of the first year of the War, and gives practical suggestions for doing useful home work for our soldiers and sailors, especially those who have been wounded or are temporarily sick. We are living in great times and we want to know about the glorious achievements of our own men, of the Canadians at Ypres, the Indians, the Australians at the Dardanelles, of Botha and the South Africans, and learn from the annals of their great deeds how we ourselves may do our part in the making of to-day's great history.

The Zeppelins have played a unique part in this year's war, and by the courtesy of the War Office, we are able to reproduce the types of English and German air craft. We give also pictures of the "News from Home Budgets" sent to the trenches by the Canadian Branch of the League.

These packages have been sent from schools all over Canada, and have been eagerly welcomed, as can plainly be seen.

Next month we shall give some special war news, also accounts of the different means of fighting which have been employed such as aeroplanes, trench fighting, submarines, &c., and each month there will be tales of courage, accounts of work done by members, and, of course, pictures, whether of places, deeds of courage, or of our helpers,



South Australian Infantry.

THE STORY OF THE GREAT WAR. A SUMMARY.

August, 1914 August, 1915.

WAR DECLARATIONS.

- July 28.—Austria against Serbia.
- Aug. 1.—Germany against Russia.
- Aug. 2.—Germany at war with Belgium.
- Aug. 3.—Germany against France.
- Aug. 4.—Great Britain against Germany.
- Aug. 10.—France against Austria.
- Aug. 12.—Great Britain against Austria.
- Aug. 23.—Japan against Germany.
- Nov. 5.—Great Britain against Turkey.
- 1915.
- May 23.—Italy against Austria.
- Aug. 20.—Italy against Turkey.

The Great War has strikingly revealed the unity of the British Empire. So full an accord at home and throughout the world was certainly unexpected by the enemy, and possibly was even something of a surprise to Britons themselves. Since war was declared (August 4, 1914) offers of help have continuously flowed in from the Dominions, India and the Colonies, men, money, gifts having been lavishly dedicated to the service of the Empire in its need.



Cape Mounted Rifles (Police).

The Great European War began (it will be recalled) when Austria-Hungary, backed up by Germany, declared war on Serbia, July 28, 1914. Russia, the friend and kinsman of Serbia, at once took up her cause, supported by her friend and Ally, France. Germany, hoping to defeat France quickly and then, with Austria, throw her whole strength against Russia, determined to march straight into France, invading Belgium territory en route. But Great Britain, who had promised, as France and Germany also had promised, to preserve the integrity of Belgium, refused to be a party to this act, and when the first German soldiers crossed the Belgian frontier, England declared war on Germany (August 4, 1914), and embarked upon a struggle in which the whole British Empire and nearly a dozen other nations are now engaged.

THE WESTERN BATTLE FRONT.

The Germans conquered Belgium, heroically defended by King Albert and his small army, which was, however, powerless against the overwhelming numbers of the enemy. The stubborn defence which the Belgians put up was invaluable to the other Western Allies, France and England, in that, time was gained to put their armies in the field. Town after town in Belgium fell to the Germans, and the capture of Brussels seemed a good omen for a triumphal entry into Paris. At Mons, on the road thither, the small

British army was encamped under Sir John French. It was in a position, for no escape was possible should the two forces, so unequally matched, come into conflict. Then began on August 24 (1914) that wonderful retreat, when small bodies of soldiers kept back the enemy and covered the retirement of the main body, thus saving the grand little army from destruction. A fortnight later the march on Paris was checked by the French army and by General Joffre's fine tactics, and the enemy was driven back northward across the rivers Aisne and Marne. Foiled in their attempt on Paris the Germans utilised the fall of Antwerp, October 9 (1914), for a dash on Calais, but the gallantry shown, first by French's "contemptible little army," and later in the spring of 1915 by the Canadians at Ypres, checkmated this design.

The line of battle now extends from Ostend on the North Sea to the borders of Switzerland, a distance of over 400 miles, of which some 60 miles and the Sea Coast are guarded by the British armies—the Belgians, under their gallant King, still defending the small corner of their own land yet unconquered. The most important centres of activity along this distance are Ypres (near which town was won the important battle of Neuve Chapelle in March, 1915), Arras and the Argonne, the scene of the Crown Prince's many exploits; also the coast near Ostend, where the British fleet takes its part in the great bombardment. Trench fighting has, since the battles of the Marne and Aisne, kept the long line fairly intact on both sides, but during the last days of September, 1915, a month of severe bombardment has been followed by the first important advance of the Allies. Events in the East, it will be seen as this story proceeds, have had their effect on the situation in the West.

THE RUSSIAN CAMPAIGN.

The longest line of battle in the East is in the hands of Russia. During the early months of the War the Russians put three great armies in the field and had a series of victories over the Germans, the most important of which was over the mighty Hindenburg himself at Augustowo on the borders of East Prussia on October 1, 1914. By the end of 1914 the Austrian army proved itself unable to check the Russian advance through Galicia, and in the spring of 1915, the Russians had gained many of the Carpathian Passes leading into the rich plains of Hungary. The Germans, however, now came to the rescue of their Ally; huge re-inforcements, commanded by German officers, were rushed eastwards, and the Russians, lacking sufficient ammunition, began their great retreat. Towns which they had captured a few weeks earlier were once more in the enemy's hands, and on August 4 the great city of Warsaw, an important railway and strategic centre, was evacuated. The Russian armies under the Grand Duke Nicholas have greatly distinguished themselves, and have successfully carried out the most extraordinary retreat in history. They have evaded the German "Pincers," fighting rearguard actions, whilst the grand armies withdrew to reform a still unbroken front from the Black Sea to the Baltic.

(To be continued.)

COMPETITIONS.

We hope that a large number of our readers will enter for one or other of the competitions which will always be announced three months ahead for the benefit of overseas contributors. Each month some competition will be given, the result of which will be of use to our soldiers and sailors. Prizes and certificates will be awarded for the best work sent in.



The Home Budget packed (see page 829)

1. News from Home Budgets.

Both boys and girls can make a scrap book, a "News from Home Budget" for the wounded soldiers. The books should be about 12 in. long by 10 in. wide, the pages, including the cover, may be made of brown or other strong paper (no stiff boards are permitted). The Budgets should consist of at least 12 pages—only printed matter may be included. The Budget should contain interesting bits of home news, descriptions of sports, bright sayings, short stories, verses and pictures, all cut out from newspapers and magazines; photographs, drawings and picture postcards may also be used. These Budgets will be sent to Hospitals abroad where men come in straight from the trenches and want something at once to remind them of home. All Budgets should be addressed to Mrs. Ord Marshall, League of the Empire, 28, Buckingham Gate, London, who will despatch them to their destination. A paper should be enclosed with the name and address of the donor.



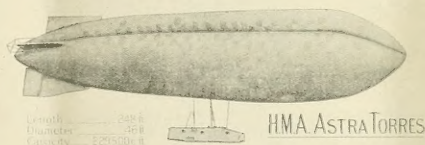
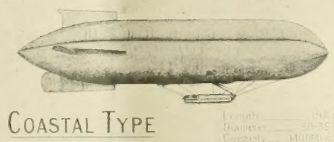
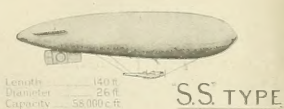
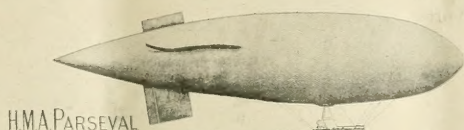
Canadians at the front enjoying their budget (see page 829)

2. A Stationery pad suitable for a soldier in hospital, made entirely by the contributor.
3. A small book of Photographs illustrating "My district" or "My Home."
4. "Told in Gallant Deeds." Under this heading will be printed the best short story of the war sent in by a contributor (length not to exceed 100 words).
5. Original Puzzles.

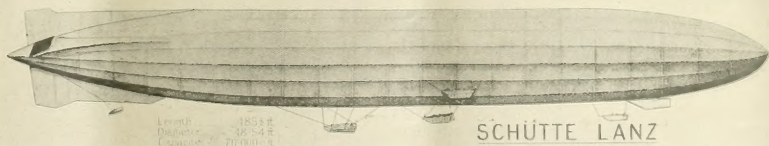
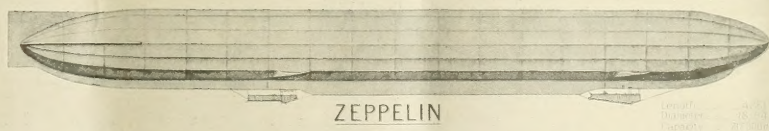
DIAGRAMS OF BRITISH & GERMAN AIRSHIPS

— ALL DRAWN TO SCALE —

BRITISH



GERMAN



6. A "Little Gay Bag," made of chintz or other strong material (size 10 in. by 9 in.), with a draw string for soldiers in hospitals. If desired the bags may be stocked with any of the following articles: Knife, pipe, a few cigarettes, safety pins, housewife, pencil, small note book, toothbrush, handkerchief, piece of soap.

All competitors must be under 20 years of age. The name, address and age must be given on all work sent in for competition. In adjudging prizes age will be taken into consideration. Prizes will be awarded three times yearly, at Christmas, Easter and Midsummer.

A coupon or 1d. stamp must accompany work sent in for competition; otherwise no coupon is required, nor is there any age limit. All contributions must be addressed to the League of the Empire, 28, Buckingham Gate, London, S.W.

THE ARMY OF LEAGUE-HELPERS.

What have I done for you,

England, my England?

What is there I would not do,

England, my own?

—W. E. Henley.

DEAR READERS OF THE FEDERAL MAGAZINE,

It is with real pleasure that I bring to you through these pages the idea that has occurred to many minds, the organizing of your efforts on behalf of those fighting and suffering for us. It is to the younger members especially that this column is addressed, but we hope that the older members will encourage and support the younger ones in their endeavours. There is no doubt that young people and children can do great things if they put their minds and hearts into the work. My own readers of "Little Folks" raised £6,000 to found a Ward in the Queen's Hospital, and a Convalescent Home at Bexhill-on-Sea. "The Walsall Observer" Army of Child Helpers, which I organized at the beginning of the War, has raised nearly £200 for various funds assisting the sufferers from the War, so that one feels that the young members of the League of the Empire, who have already given so much help, should be banded together, and the complete result of their work should be recorded. The words that head this column ring like a trumpet call: "England, my England" stands not only for the little island from which the whole Empire sprang, but for the whole of our Great Empire. We have only the clumsy term "British Empire" if we wish to express clearly and accurately that marvellous union of countries and peoples, but the two words do not thrill us as does the one word "England." Whether we live within our sea-girt shores or on the broad prairies of Canada, on the sweeping veldt, in the Australian bush, in the mild airs of New Zealand, the rigorous cold of Newfoundland, or on the palm-fringed shores of Ceylon—"England"—the word means as much or more to us—all children of the Empire—as does the more sentimental *La Patrie* to the French or *Das Vaterland* to the German.

In this great struggle for liberty in which we are fighting it is the clear duty of each man, woman and child, to "give up" to the very utmost in order that we and our Allies may be victorious and peace be restored to the world. In reading the *FEDERAL MAGAZINE* I see already much has been done, but there is much still to do. It is my ambition that "The Army of League Helpers" shall send some substantial gift to help our cause, but I shall not suggest anything definite until I see the response that I receive. Meanwhile there is work ready to hand—work on a small scale for which I ask your immediate help.

Our men are in need of all kinds of small comforts and amusements, pipes, costing 6d. or 1s., tooth powder, soap, books, games, mouth-organs, razors, pencils, knives, tobacco.

The great thing is to know where the things are wanted, and to supply the need at once. The Honorary Secretary of the League, Mrs. Ord Marshall, knows this, and you may be sure that your gifts will go to the right place. Now I want recruits for the Army of League Helpers. You need not promise to do

anything definite. All you need do is to send in your name and address to me, and to say you are anxious to join this Army of Helpers. If you can enclose a gift of money to buy these comforts so much the better. Every penny or sixpence is welcome, and you shall hear exactly how it is spent. The gifts will be for all the sons of the Empire who are fighting—suffering—dying for us. We can only stay at home and try to make their hard task as bearable as possible. We can only give up some of our many comforts to cheer them. Ours is an easy lot compared with theirs, but every child can do his or her small share.

Every day brings requests for these comforts or grateful letters acknowledging them. I have only room this month to print an extract from one letter, but next month I hope to give you many more. The following letter is from the Matron of a Hospital in France:—

"Once more I am trespassing on your kindness. I am sadly in need of pipes, tobacco and matches for the patients in this Hospital. Our supply has fallen off sadly for the last six weeks, and we are again receiving many wounded whose first request after being comfortably settled is 'Can you give me a cigarette?' We have accommodation for over 1,000 patients, and convoys arrive daily. The turnover of wounded and sick averages from 500 to 700 weekly, and it is at present impossible to supply the request for a smoke to those, who I think you will agree, so richly deserve it."

I do not think that the members of the League of the Empire will allow a wounded man to ask in vain for a smoke, if they have a penny to spare that can gratify this wish. The Matron adds:—

"There are many men, wounded in one arm, allowed to be up, and there is very little to amuse them with. I should be very grateful if you would procure us some outdoor games, such as bowls or quoits for them."

So you see here is work ready to our hands. Please send us your names and any gift of money you can spare to me, and you will find all letters and gifts acknowledged in this column month by month.

Yours sincerely,

BELLA SIDNEY WOOLF, Organiser
(Mrs. R. H. LOCK).

All letters should be addressed to

Mrs. R. H. LOCK,

League of the Empire Office,

28, Buckingham-gate, London, S.W.

Tale from the Dardanelles.

The 1st Battalion of the Royal Dublin Fusiliers, famously known as "The Blue Caps," took part in the great landing at the Dardanelles last April, and their magnificent fighting won for them the praise of Major-General Hunter Watson, Commander of the 29th Division. He addressed the men, who after fifteen days of continuous fighting in circumstances of extraordinary difficulty, were about to enjoy a brief spell of rest, in the following words:—

"Well done, Blue Caps! I now take the first opportunity of thanking you for the good work you have done. You have achieved the impossible. You have done a thing which will live in history. When I first visited this place with other people of importance, we all thought a landing would never be made, but you did it, and therefore the impossibilities were overcome, and it was done by men of real and true British fighting blood."

"You captured the fort and the village on the right that simply swarmed with Turks with machine-guns; also the hill on the left where the pom-poms were; also the amphitheatre in front, which was dug line for line with trenches, and from which there came terrific rifle and machine-gun fire."

"You are indeed deserving of the highest praise. I am proud to be in command of such a distinguished regiment, and I only hope, when you return to the firing-line after this rest (which you have well earned), that you will make even a greater name for yourselves. Well done, the Dubs! Your deeds will live in history for time immortal. Farewell!"

COUPON.
OCTOBER, 1915.

SUMMARY OF THE WORK UNDERTAKEN BY THE LEAGUE OF THE EMPIRE.

The League of the Empire has now completed fourteen years of somewhat strenuous labour in the interests of Imperial Education. It is difficult in a few words to summarise the many different lines of activity which this work has taken, but the following short record will, it is thought, sufficiently justify the Council in putting forward a claim to larger recognition, and also to the special favour of those most able to assist in the financial support of a movement which has played no small part in spreading that wider patriotism on which the unity of the Empire must ultimately depend.

1901. The League of the Empire was founded in this year. The first work of importance undertaken was to establish correspondence between children throughout the Empire. There are now over 31,000 members of the Correspondence Branch of the League.

1903. Affiliation of Schools throughout the Empire was next accomplished, thereby bringing hundreds of thousands of children in every part of the British Dominions into closer relation with each other in an infinite variety of congenial interests.

1907. The first Imperial Education Conference between the Education Departments in the Empire was arranged and convened by the League. A resolution was passed in favour of a quadrennial Conference, and it was announced that the next Official Conference on Education would be called by the Imperial Government in 1911.

1907. A Lace and Needlework Industry was founded by the League in St. Helena in this, a year of acute need in that Island. The Colonial Office made the Island a grant, and the Government of St. Helena shortly afterwards took over the Industry. By request of the Colonial Office the League acts as Agent in England for the School.

1907. A Scheme was initiated providing for the Migration of Teachers for purposes of study, and numbers of Teachers in different parts of the Empire have availed themselves of the League's arrangements.

1909-1911. A History of the British Empire and two Imperial Text Books were prepared and published by the League through the generosity of the late Mr. Louis Spitzel. Edited by Professor A. F. Pollard, these books are largely used in Schools, and a portion of the History was prescribed for the Oxford Local Examination in 1912.

1909. The first Empire Day Parade in Hyde Park was organised by the League in this year. The Parade is now an annual event, and about 10,000 members of different organisations generally take part.

1910. In this year most of the Teachers' Associations of the Empire affiliated themselves to the League.

1911. A short Education Conference was held to review and record the work of the League continued since 1907, by desire of representatives of Overseas Governments.

1912. The First Imperial Conference of Teachers' Associations was held by the League and attended by over 600 Delegates and Representatives from all countries in the British Empire.

1913. The League of the Empire non-residential Club was established, with the help of Sir Robert Lucas Tooth, at 28, Buckingham Gate, Westminster, for the use of members of the League, Associated Teachers, Overseas visitors and all interested in various kinds of imperial work. The League has also organised each year for Overseas Teachers and friends visits to historical places and interesting houses, &c., in the Home Country, and furnished introductions to those visiting different parts of the Empire or emigrating.

1913. The first Annual Meeting of Teachers' Associations throughout the Empire was convened by the League in July, 1913, when arrangements were considered for the next Imperial Conference of Teachers' Associations to be held in due course in Toronto, by invitation of the Government of Ontario, who have made a yearly grant of £50 towards the Educational work of the League.

1913. The Imperial Union of Teachers was formally inaugurated.

In addition to these special undertakings which stand out somewhat as landmarks in the progress of the League, attention may be drawn to other useful indications of activity. The Intelligence Department of the League received commendation in 1907 from the Imperial Education Conference, which placed on record "its high appreciation of the work done by the League of the Empire in stimulating educational activity and in collecting and circulating information on educational subjects." Further evidence of the value of the work done by the League is found in the fact that many of the Overseas Education Departments have appointed the League as their Agent in England. Lectures both public and private have been arranged by the League, Exhibitions organised, Empire Day Essay Competitions throughout the Empire conducted, and means for the interchange of literature, newspapers, photographs, specimens, &c., &c., provided.

The foregoing summary of work accomplished encourages the Council to claim for the League a large measure of success in bringing more closely together British peoples Overseas, and securing effective co-operation between them and those in the Home Country. The Council therefore appeal with confidence for substantial financial help in continuing their important work and in carrying to a successful issue schemes which have proved themselves useful and acceptable in all parts of the Empire.

NOTE.—For particulars of Membership of League and Club apply to the Hon. Secretary, Offices of the League, 28, Buckingham Gate, London, S.W.

